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ABSTRACT

As part of the Learn and Serve America Program of the Corporation for National Service, the American Association of Community Colleges (AACC) has helped develop campus-based programs that have instigated a growing community college service learning network. Ten colleges, selected in a national competition for grants ranging from $2,000 to $12,000 per year, trained faculty and developed or strengthened relationships with organizations that offered service placement sites for students to address community needs. A variety of "best practices" evolved from the strategies and resources developed at the colleges. The project, which led to permanent service learning programs in all 10 colleges, grew around the key areas of model programs, mentor teams, and clearinghouses. Information regarding implementation, outcomes, and contacts is provided for each of the following service learning community colleges: Albuquerque TVI, New Mexico; Alpena, Michigan; Flathead Valley, Montana; Hocking College, Ohio; Johnson County, Kansas; Kapi'olani, Hawaii; Monroe, New York; Northern Virginia, Virginia; Prestonburg, Kentucky; and Truman College, Illinois. (AS)

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Best Practices in Service Learning:
Building a National Community College Network
1994-1997

AACC Project Brief
AACC-PB-98-3

Gail Robinson
Lynn Barnett

American Association of Community Colleges

U.S. DEPARTMENT OF EDUCATION
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AACC

PROJECT BRIEF

AACC-PB-98-3

SERVICE LEARNING

BEST PRACTICES IN SERVICE LEARNING

BUILDING A NATIONAL COMMUNITY COLLEGE NETWORK, 1994–1997

Gail Robinson, Project Coordinator
Lynn Barnett, Project Director

As part of the *Learn and Serve America* program of the Corporation for National Service, the American Association of Community Colleges helped develop campus-based programs that became a nucleus for a growing community college service learning network. Ten colleges, selected in a national competition for grants ranging from $2,000 to $12,000 per year, trained faculty and developed or strengthened relationships with organizations that offered service placement sites for students to address community needs. A variety of "best practices" evolved from the strategies and resources developed at the colleges.

The AACC project, which led to permanent service learning programs in all 10 colleges, grew around these key areas:

- **Model programs.** Faculty emphasized academics while nurturing a sense of social responsibility, ethic of service, and civic skills in students. Service learning became part of institutional mission statements, strategic plans, and faculty rewards systems. From January 1995 to August 1997, the colleges reported that 6,700 students had performed 135,000 hours of direct community service, worked with 300 faculty, and served 1,700 agencies and more than 300,000 individuals.
- **Mentor team.** Experienced practitioners from other community colleges served as project mentors and provided hands-on technical assistance. They developed personal and team relationships to support burgeoning programs and included site visits, electronic communication, workshops, and conferences as mechanisms for sharing areas of expertise.
- **Clearinghouse.** The AACC Service Learning Clearinghouse provided materials, assistance, referrals, and training opportunities to community colleges nationwide and developed the beginnings of a consultant network. Data gathered in two national surveys supplemented materials, such as syllabi, forms, and guides, contributed by dozens of colleges.

ACCOMPLISHMENTS

SUSTAINABLE PROGRAMS

COMPREHENSIVE NATIONAL DATABASE

ORGANIZATIONAL COLLABORATION

LEADERSHIP DEVELOPMENT

PRACTICAL PUBLICATIONS

WEB SITE AND LINKS

EMERGING CONSULTANT NETWORK

Selected Best Practices for Sustaining Service Learning Programs

The table below represents best practices that worked successfully in the American Association of Community Colleges service learning grant project. The 15 participating colleges implemented these strategies on their campuses and in their communities between 1994 and 1997. No single college used every one of these ideas, but found a combination of strategies affecting students, faculty, institutions, and community was most useful when tailored to individual college situations and culture.

Selected Best Practices for Sustaining Service Learning Programs

Students	Faculty	Institution	Community
Start small	Start small	Start small	Start small
Hold an orientation	Start with "green light" people	Start with "green light" people	Hold an orientation
Involve students in process	Hold an orientation	Create advisory boards	Create advisory boards
Use a team approach	Use service learning as a teaching strategy	Connect to existing initiatives	Develop resource handbooks
Empower students to do projects alone	Focus on academic rigor	Write service learning into course competencies	Develop public relations
Organize student learning communities	Offer mini-grants	Combine student services with academic affairs	Celebrate local culture
Hold group reflection sessions	Offer training institutes	Use a team approach	Make government/ corporate connections
Offer 4th-credit option	Organize faculty learning circles	Combine structure and flexibility	Fund service scholarships
Track outcomes	Develop resource handbooks	Co-locate with volunteer center	Create spinoff partnerships
Note service learning on transcripts, in catalogs	Develop contracts	Develop public relations	Connect with Learn & Serve K–12 programs
Identify student ambassadors	Suggest faculty perform service as part of orientation	Identify student ambassadors	Connect with Tech Prep
Let students be advocates	Appoint a faculty coordinator	Hire student assistants	Identify student ambassadors
Conduct pre/post surveys	Use a team approach	Apply student fees to support program	Recognize and celebrate
Recognize and celebrate	Obtain faculty senate support	Consider service learning as accreditation criteria	
	Conduct pre/post surveys	Make presentations to board of trustees	
	Recognize and celebrate	Network with other colleges	
		Recognize and celebrate	

AACC Service Learning Clearinghouse

The Service Learning Clearinghouse was established in early 1995 with the distribution of a survey to the 1,100 two-year colleges in the U.S. Survey results revealed that 30 percent of responding colleges offered service learning, while an additional 50 percent were interested in starting service learning programs. A 1997 survey updated previous results, indicating significant growth in the number of community colleges offering service learning. The surveys served as the basis for the Clearinghouse database, centralizing information on more than 900 colleges, their programs, students, faculty, staff, and community partners.

AACC, its grantees, and mentors produced a variety of practical tools, guides, syllabi, evaluations, forms, and reports as part of the *Learn and Serve America* grant project. Maintained by the Clearinghouse, many of these are replicable or adaptable for use by two- and four-year colleges, elementary and secondary schools, and community organizations.

Over the course of the grant, the project offered technical assistance through a series of campus-based regional workshops, a national teleconference on service learning and HIV/AIDS prevention and education, and presentations at state, regional, and national meetings. AACC also convened Service Learning in Higher Education, a network of Washington-area higher education associations, institutions, and related organizations that meets regularly to share and discuss service learning information and initiatives.

AACC is helping sustain service learning as a teaching method in community colleges. Through the World Wide Web, the Clearinghouse offers practical information and links to other electronic sources. The Clearinghouse is widening its efforts in training and technical assistance through a Consultant Referral Service, linking knowledgeable community college practitioners with institutions needing assistance in service learning program development.

Service Learning Colleges

Albuquerque TVI Community College, NM
Alpena Community College, MI
Flathead Valley Community College, MT
Hocking College, OH
Johnson County Community College, KS
Kapi`olani Community College, HI
Monroe Community College, NY
Northern Virginia Community College, VA
Prestonsburg Community College, KY
Truman College, IL

Mentor Colleges

Chandler-Gilbert Community College, AZ
Community College of Aurora, CO
Hagerstown Junior College, MD
Miami-Dade Community College, FL
Piedmont Virginia Community College, VA

Albuquerque TVI Community College

Albuquerque, New Mexico

TVI Service Learning Project

Albuquerque TVI Community College is an urban, Hispanic-serving institution with a total student enrollment of more than 15,000. The college offers courses in traditional liberal arts fields as well as technical and vocational programs. TVI began its service learning initiative with a small technical assistance grant, and experienced remarkable growth and institutionalization in just two years.

Implementation

The TVI project emphasized the development of faculty support to ensure success for service learning. TVI's two project coordinators used service learning in their own courses—culinary arts and psychology—and met personally with other faculty to educate them on the benefits and methods of service learning and to assist in a smooth transition toward curricular integration.

- Contextual Learning Center
- Faculty-driven Program
- One-on-one Faculty Development
- Faculty and Agency Orientations
- Cross-disciplinary Reflection
- Faculty, Student, and Agency Handbooks

Annual workshops were held to train interested faculty and community agency partners in service learning methodology. The workshops provided participants an opportunity to share their experiences and create a service learning community. Project coordinators developed faculty, agency, and student handbooks to assist in the understanding and development of service learning projects and curricula. Participating faculty led group reflection sessions that included students from different disciplines. Personal visits to community members helped raise support for the program, including donations, such as free dinners from local restaurants, as faculty or student incentives for special activities.

Outcomes

Service learning participation grew from 12 faculty members representing six academic divisions and 137 students to 35 faculty, 25 courses, and 225 students in just two years. During this time, the TVI service learning program was transformed from a project housed in the coordinators' faculty offices into a key component of TVI's Contextual Learning Center, where faculty develop and experiment with various forms of experiential education.

To ensure the program's continuation, the college created a full-time service learning coordinator position as the grant period ended. This coordinator manages all administrative aspects of the program, while a faculty liaison handles curricular issues. The coordinator also serves as a mentor to other community colleges in another national service learning project.

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Service Learning Project

Alpena Community College
Alpena, Michigan

Serving 2,200 students from primarily rural counties in Michigan's lower peninsula, Alpena Community College (ACC) had well-developed partnerships with local schools and organizations through its campus-based volunteer center. The center seemed the logical place to house a service learning program.

Implementation

ACC's service learning project was designed to build upon the success of an early 1990s pilot project on ethics across the curriculum. A member of ACC's nursing faculty, who had been involved in the pilot project, agreed to integrate service learning into her gerontology curriculum by having students work with seniors in a local care facility and develop psychosocial skills.

The college's part-time service learning coordinator worked closely with the volunteer center administrator to strengthen ties with local schools, where most of the ACC students had their service experiences. The coordinator also assisted faculty and students by handling student placement, and built contacts with schools, community colleges, and universities statewide in a successful effort to build a strong network of practitioners.

Volunteer Center/Community Foundation Partnership

Centralized Office/Coordinator

Statewide Networking with Colleges and Universities

Local School Ties

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Outcomes

With the cooperation of an ACC economics instructor, the coordinator asked statistics students to survey local elementary school teachers to assess their classes' tutoring needs. While providing a needs assessment and valuable contacts to the coordinator, the project also informed elementary teachers of the service learning program and the opportunities it could provide their classes or schools.

Nearly 250 students participated in service learning opportunities at ACC. Nursing and education faculty have completely integrated service learning into their curricula. Due to changing institutional budget priorities, ACC no longer has a centralized service learning office or coordinator, but is sustaining the program on campus through faculty efforts alone.

Flathead Valley Community College

Kalispell, Montana

Campus and Community Crossroads: The Waste Not Project

Flathead Valley Community College (FVCC) is a rural institution serving 1,600 students in northwest Montana, an area that takes pride in its beautiful natural resources. FVCC began its service learning project with a single focus—reducing household hazardous waste—and ended up offering service learning in 28 courses addressing broad community needs.

Implementation

The Waste Not project focused on community education and reduction of hazardous waste materials. FVCC students collaborated with a local citizens group and senior volunteers to teach schoolchildren how to reduce and eliminate hazardous waste in the home. As the project grew in size and recognition, students from several disciplines expanded their presentations to local businesses, with instructions on how to reduce the volume and toxicity levels of hazardous waste.

- Intergenerational Service
- AmeriCorps Staffing
- Faculty Handbooks
- Board Presentation
- Celebration and Recognition

Three different people filled the FVCC project director position during the three-year grant period, but the college persevered in creating a workable structure for service learning integration. Identifying a service learning coordinator to work with a faculty liaison was key. By the third year, the project had expanded beyond its original environmental focus and 11 faculty had adapted their syllabi to include service learning strategies.

Outcomes

The Waste Not project increased community and campus knowledge and awareness of hazardous waste and waste reduction issues. Nearly 30 community agencies participated in creating several new partnerships and a larger sense of community support for the college. When students presented findings of a campus-wide waste audit to the college's board of trustees, the board approved the students' resolution to implement procedures to reduce campus waste, including starting a campus-wide recycling program.

AmeriCorps members staffed the college's service learning office in a visible location, reducing the workload for staff and faculty and attracting students to service learning. FVCC sponsored a college-wide celebration and recognition of service learners' accomplishments.

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Hocking Outreach Project Experience (HOPE)

Hocking College
Nelsonville, Ohio

A rural college of 6,000 students that serves the economically depressed Appalachian foothills of southeastern Ohio, Hocking College has a strong tradition of community service emphasizing the practical applications of knowledge and skills. The HOPE program solidified the college's commitment to integrate community service into its academic curriculum. It also increased the campus community's awareness of service opportunities and the needs of the larger community.

Implementation

The HOPE program initially addressed the community's environmental and human needs through an environmental restoration project and a nutritional assessment program. Displaced mineworkers learned how to reclaim strip-mined land, and health and nursing students collaborated with local schools to provide nutritional information and health assessments to more than 900 elementary school students.

To maintain awareness of agency and community needs and service learning opportunities, Hocking faculty and community agency representatives attended service learning seminars held on campus. As part of their training, faculty participated in a service learning project prior to incorporating it into their own courses. The HOPE program established a service learning advisory board consisting of faculty and community partners. Hocking students and staff made presentations to the college's board of trustees, resulting in increased support from college leaders.

Visible Site for Service Learning Center

Board Presentations

One-on-one Faculty Development

Informational Video

Faculty Guide

Outcomes

Through an innovative collaboration with a university and a partner agency, Hocking hosted hundreds of local youth in a summer program called Kids on Campus, where they learned about college and career opportunities. As a result, parents became more aware of the services and academic offerings available at Hocking, while their children received tutoring and mentoring from the college students.

Upon completion of the grant project, the administration asked for a community service/service learning action plan and approved funding for a part-time service learning coordinator for the HOPE center. The HOPE project director became a mentor to other community colleges in her region.

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Johnson County Community College

Overland Park, Kansas

Service Learning Development Program

A relatively young college in suburban Kansas City, Johnson County Community College (JCCC) has already proven its worth to the community, both in the suburbs and the inner city. The JCCC Service Learning Development Program was designed to expand upon established community partnerships and increase faculty involvement in a small, existing service learning program.

Implementation

The JCCC project began with the participation of 12 community agencies representing a variety of interests where students could serve. With a background in volunteer management, the service learning coordinator kept the agencies abreast of project topics, student issues, and service requirements by including agency representatives in workshops and formal training sessions.

The service learning coordinator's position was moved from one student services department to another in the early days of the project, until finally settling in the career development center. The coordinator was able to maintain strong linkages to the academic departments due to committed faculty and JCCC's Center for Teaching and Learning, a professional development venue.

Outcomes

More than 100 agencies participate in and enthusiastically support JCCC's program. Agencies consistently increase their support by designing new projects for students and providing qualitative and quantitative evaluations of the student service learners. In a college-wide survey, students rated service learning programs higher than any other aspect of student activities, outranking voter registration services, student government, social clubs, and other activities.

The Center for Teaching and Learning provides ongoing professional development opportunities for faculty. Informal peer mentoring encourages experienced service learning faculty to assist others in their own disciplines, and an internal service learning listserv provides an opportunity for sharing teaching strategies. The service learning coordinator is now serving as a mentor to other community colleges in another national service learning project.

Faculty Development

Agency Orientation

Centralized Office

Record-keeping Forms

Center for Teaching and Learning

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Integrating Service Learning into a Multicultural Writing Curriculum

Kapi`olani Community College

Honolulu, Hawaii

Kapi'olani Community College (KCC) is an urban institution serving a culturally diverse community. Total college enrollment of 7,400 reflects the ethnicity of the Honolulu area. KCC's project provided students and faculty an opportunity to learn more about the cultural diversity of their community and the social issues that may be interwoven with these differences. The project fostered the development of on- and off-campus communities through a variety of cross-curricular projects.

Implementation

The project began when 15 faculty members, involved in a multicultural writing-across-the-curriculum initiative, incorporated service learning into such existing courses as ethnobotany, philosophy, anthropology, composition, and respiratory care. Service learning offerings immersed students in the variety of ethnic cultures in the community. KCC relied on existing and new community partnerships to provide appropriate service sites, and recognized different cultures' definitions of service.

Faculty who elected to offer service learning accepted responsibility for most aspects of their projects, including initial and follow-up agency contacts, and often participated in service projects themselves. To maintain faculty interest and increase their knowledge in service learning, KCC provided faculty development workshops, summer institutes, and resource guides. Project leaders also conducted presentations at new faculty orientation sessions to encourage the use of service learning on campus.

- Faculty Development
- Syllabi Compilation
- Multicultural Focus
- Strategic Plan
- Administrative Support

Outcomes

KCC's success in service learning led to receipt of another AACC grant, using service learning as a strategy in HIV AIDS prevention and education. Enthusiastic support from the college provost resulted in the inclusion of service learning in the Kapi'olani strategic plan. By the end of the grant period, 24 faculty were working with 68 community partners to provide structured opportunities to learn and serve.

Both the project director and another faculty member now serve as mentors to other community colleges in Hawaii and on the west coast.

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Monroe Community College

Rochester, New York

Criminal Justice Learn and Serve Tech Prep Initiative

Monroe Community College (MCC) is an urban two-campus college with a student population of 13,000. To address the widespread concerns of public safety in the downtown campus's neighborhood and introduce criminal justice students to the skills and knowledge necessary to pursue careers in public safety, service learning students participated in MCC's community policing project, Police and Citizens Together Against Crime (PAC-TAC).

Implementation

Individuals employed in downtown Rochester were increasingly susceptible to street crime, due to the lack of foot traffic at night after working hours. The PAC-TAC program enabled students to get involved in increasing safety in their campus neighborhood. Criminal justice faculty and police officers worked together to plan a community policing program and orient students before they walked the local streets. Both faculty and police joined to facilitate reflection sessions afterward.

In addition to police department programs, the mayor's office contacted the college to request service learning participation in a jury diversification project. Students recruited minority residents to serve on juries to help create a racial balance.

Corporate Partnerships

City Government Partnerships

Student Orientation

Group Reflection

Outcomes

Student participation in PAC-TAC increased the community perception of safety in the neighborhood, and also allowed the police department to open a substation in the downtown area, with students providing some of the staffing. The program fostered student relationships with local police, giving the students insight into the police department's role in their community. The students also developed a greater understanding of community needs.

With an office located downtown, a national corporation welcomed the PAC-TAC service learners' efforts to make the streets safer. After an increasing number of employees expressed confidence in staying downtown at night, the company provided financial support, encouraged employees to patrol with the students, and is invested in the future of the program. In addition, with the assistance of MCC student escorts, the Rochester school district and police department created a Safe School Passages Program to ensure elementary students a safe trip to and from school.

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Beyond Four Walls: Bridges Between Classroom and Community

Northern Virginia Community College

Manassas, Virginia

Northern Virginia Community College (NVCC) at Manassas, part of a large, suburban five-campus institution, serves long-established populations as well as recent immigrant communities. NVCC's Manassas campus began its service learning initiative with a small technical assistance grant to revise curricula in political science and English courses.

Implementation

NVCC's project started as a faculty-driven effort, with two lead instructors assisting others in revising and expanding curricula. Some faculty left site selection and service learning assignments to the discretion of their students, giving the students responsibility for their own learning and helping to develop their leadership and communication skills. Others listed sites from which students could select.

The project director presented faculty development workshops for instructors at NVCC and other Virginia community colleges. Posters and flyers promoting service learning opportunities for faculty and students were prevalent on campus, and lunchtime meetings helped build a faculty network for a growing service learning program. Recognition ceremonies and programs, sometimes student-led, became key components of the initiative.

Faculty-driven Program

Student-run Conference

On-campus Public Relations and Publicity

Recognition Programs

Outcomes

After beginning with only two faculty and with strong support from the administration, NVCC's program in Manassas grew to include 17 disciplines. Faculty efforts in service learning integration have paid off in students' enthusiasm. In the final year of the grant project, students from different disciplines planned and hosted a service learning conference for other community college students in Virginia. The conference was so well-received that students are making it an annual event.

Toward the end of the grant period, and at the urging of the Manassas project director, a faculty development day for all five campuses focused on service learning, with great success. The Manassas campus serves as a model for its sister campuses and other Virginia colleges.

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Prestonsburg Community College

Prestonsburg, Kentucky

Connections: Empowering Community and College in Appalachia

Located in the rural Appalachian region of eastern Kentucky, Prestonsburg Community College (PCC) provides education and training for about 2,600 students from a five-county area. PCC faculty and administrators worked with a local development district and schools to place students in service situations that complemented existing services while providing high-quality learning experiences.

Implementation

PCC utilized an existing experiential education course as the foundation of service learning offerings at the college. It enabled faculty and students to see how service learning worked before integrating the methodology into other courses. A service learning resource center was established and staffed in part by students participating in the federal work-study program. Students played a large role in peer leadership and recruitment.

Most Kentucky public schools house family resource or youth service centers that are used by children and parents alike for education, life skills, and job training. These sites proved ideal for service learners in many disciplines. Knowledge and awareness of local culture and an emphasis on providing service with, rather than to, the community guaranteed results for the program.

Student Leadership

Quality vs. Quantity

Federal Work-study Funds

Attention to Local Culture

Faculty and Student Manuals

Outcomes

In the second year of the project, staff and faculty discovered that PCC's service learning program had grown too big too fast. They scaled back in an effort to ensure students, faculty, and community partners would have a quality service learning experience, and recognized this was more important than maintaining large numbers of sites and students. Project staff developed service learning manuals to assist with faculty and student training.

PCC began an America Reads literacy tutoring initiative in the project's final year that continued beyond the grant period. The college's project director now trains other community college faculty and staff in service learning program development.

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Service Learning in the Truman College Prep Program

Truman College
Chicago, Illinois

Truman College sits in the Uptown section of Chicago, surrounded by culturally and ethnically diverse neighborhoods. Students at Truman, many of whom are recent immigrants and not native English speakers, speak more than 100 different languages and bring a variety of life experiences to their studies. The college offers liberal arts and sciences along with vocational training, and houses an alternative high school in its building. It also is a site for citizenship tests for new Americans.

Implementation

A team of faculty department chairs from counseling, social sciences, biology, and math headed Truman's project, each integrating service learning into his or her own discipline. An elementary school directly across the street from Truman served as a primary community partner for tutoring and special projects.

Other neighborhood agencies—including a child care center, police stations, and a juvenile detention center—provided other opportunities for student service. The on-site alternative high school offered a ready location for college students to mentor and tutor teenagers.

Faculty team

Neighborhood partners

Faculty service

Student handbook

Cultural richness

Outcomes

Service learning participation grew from four faculty members and three community partner sites to 15 faculty, representing every department, and 45 partners. A new president provided leadership and support for the program. Project faculty developed a handbook for students involved in service learning and hosted an area workshop that featured powerful student testimonials as well as how-to discussions. The college-wide service learning program proved to be an especially rich experience for some immigrant students, particularly women whose native countries did not offer them opportunities for service.

The neighborhood school that partnered with classes from different disciplines engaged not only Truman students, but Truman faculty as well. Instructors found themselves judging school science fairs and working with teachers to develop service learning at the elementary level.

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Mentor

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AACC Service Learning Mentor Team

The project's mentoring component provided extensive, hands-on training and technical assistance with a human touch. The six mentors either taught courses using service learning or managed service learning programs on their own campuses, bringing valuable experience and insight to the project as a whole and to each grantee college. The mentors' home institutions are leaders in areas and issues related to service learning.

Through site visits to assigned colleges, mentors evaluated project progress and met with faculty, institutional leaders, students, and community stakeholders. They also offered assistance at annual project conferences and through the project's Internet listserv.

Pairing mentors with grantees from similar college settings was often important to understanding the mentee colleges' culture and programs, but sometimes a different institutional perspective was helpful. Grantee project directors appreciated having a colleague to turn to — someone with expertise to help work through any problems or difficulties.

Mentors agreed that they learned as much from the colleges they mentored as the colleges learned from them. They enjoyed having the chance to be connected to other institutions and to see how different, yet how similar, the mentee institutions were from their own colleges. Mentors found student transformation through service exciting, and faculty renewal in their profession rewarding.

Tools developed by and for the mentor team included mentoring guidelines, site visit formats and agendas, and an evaluation grid on essential components of good service learning programs.

Mentor Team

Robert Exley
Miami-Dade Community College, FL

David Lisman
Community College of Aurora, CO

Marietta McCarty
Piedmont Virginia Community College, VA

Duane Oakes
Chandler-Gilbert Community College, AZ

Nan Ottenritter
Hagerstown Junior College, MD, and American Association of Community Colleges, DC

Bobbie Potter
Piedmont Virginia Community College, VA

AACC Mentor College Resources

Chandler-Gilbert Community College
A Commitment to Service video (1995)

Community College of Aurora
Toward a Civil Society: Civic Literacy and Service Learning (Lisman, 1998)

Hagerstown Junior College
Promoting Community Renewal Through Civic Literacy and Service Learning (Parsons & Lisman, 1996)

Miami-Dade Community College
Faculty Guide to Service-Learning (Johnson, 1995)

Piedmont Virginia Community College
The Piedmont Virginia Community College Service Learning Program: Philosophy in the Third Grade video (1995)

Selected Resources

Publications

American Association of Community Colleges. 1995. *Community Colleges and Service Learning*. Washington, DC: AACC.

Berson, Judith S. 1994. A Marriage Made in Heaven: Community Colleges and Service Learning. *Community College Journal* 64 (6): 14–19.

Driscoll, Amy, et al. 1997. *Assessing the Impact of Service Learning: A Workbook of Strategies and Methods*. Portland, OR: Portland State University.

Dunlap, Michelle. 1998. Multicultural Service Learning: Challenges, Research, and Solutions for Assisting Students. *Removing Vestiges* 1: 27–34.

Eyler, Janet, Dwight E. Giles, and Angela Schmiede. 1996. *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections*. Nashville: Vanderbilt University.

Hatcher, Julie, ed. 1998. *Service Learning Tip Sheets: A Faculty Resource Guide*. Indianapolis: Indiana Campus Compact.

Henry, Roger, ed. 1997. *Practitioner's Workbook and Resource Packet*. Cocoa, FL: Brevard Community College-Florida Campus Compact.

Jacoby, Barbara, and Associates. 1996. *Service-Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass.

Johnson, David. 1995. *Faculty Guide to Service-Learning*. Miami: Miami-Dade Community College.

Kendall, Jane, ed. 1990. *Combining Service and Learning: A Resource Book for Community and Public Service*. 3 vols. Raleigh, NC: National Society for Experiential Education.

Kretzmann, John P., and John L. McKnight. 1993. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago: ACTA Publications.

Lisman, C. David. 1998. *Toward a Civil Society: Civic Literacy and Service Learning*. Westport, CT: Bergin and Garvey.

Ottenritter, Nan, and C. David Lisman. 1998. Weaving Service Learning into the Fabric of Your College. *VSEE Quarterly* 23(3): 10–11, 26–28.

Parsons, Michael H., and C. David Lisman, eds. 1996. *Promoting Community Renewal Through Civic Literacy and Service Learning*. New Directions for Community Colleges, no. 93. San Francisco: Jossey-Bass.

Pickeral, Terry, and Karen Peters, eds. 1996. *Campus Community Collaborations: Examples and Resources for Community Colleges*. Mesa, AZ: Campus Compact National Center for Community Colleges.

Raybuck, Jodi, ed. 1996. *Expanding Boundaries: Serving and Learning*. Washington, DC: Corporation for National Service.

Rifkin, Jeremy. 1996. Preparing the Next Generation of Students for the Civil Society. *Community College Journal* 66 (5): 20–22.

Robinson, Gail, and Lynn Barnett. 1996. *Service Learning and Community Colleges: Where We Are*. AACC Survey Report. Washington, DC: American Association of Community Colleges.

Sigmon, Robert L. 1994. *Linking Service with Learning*. Washington, DC: Council of Independent Colleges.

Zlotkowski, Edward, ed. 1997. *AAHE's Series on Service-Learning in the Disciplines*. 3 vols. to date. Washington, DC: American Association for Higher Education.

Videotapes

Hesse, Maria (Producer). 1995. *A Commitment to Service*. Chandler, AZ: Chandler-Gilbert Community College.

WAM-BAM Philosophical Video (Producer). 1995. *The Piedmont Virginia Community College Service Learning Program: Philosophy in the Third Grade*. Charlottesville, VA: Piedmont Virginia Community College.

Wells, Fred (Producer). 1997. *Learn and Serve at Glendale Community College*. Glendale, CA: Glendale Community College.

Yannitell, Mark (Producer). 1996. *Hocking Outreach Program Experience*. Nelsonville, OH: Hocking College.

College Web Sites

Albuquerque TVI Community College, NM
www.tvi.cc.nm.us/SpecialProjects/service.htm

Brevard Community College, FL
www.brevard.cc.fl.us/CSL/

Chandler-Gilbert Community College, AZ
www.cgc.maricopa.edu/stserv/slife/sl/index.html

Gadsden State Community College, AL
www.gadsdenst.cc.al.us/pr/lrnsrv.htm

Mesa Community College, AZ
www.mc.maricopa.edu/stuserv/cppolicy/

Miami-Dade Community College, FL
www.mdcc.edu/servicelearning/

Service Learning on the World Wide Web
University of Colorado at Boulder, CO
csf.colorado.edu/sl/

Organizational Resources

American Association for Higher Education
One Dupont Circle, NW, Suite 360
Washington, DC 20036
202/293-6440
tantonucci@aahe.org
www.aahe.org/service/srv-lrn.htm

American Association of Community Colleges
Service Learning Clearinghouse
One Dupont Circle, NW, Suite 410
Washington, DC 20036-1176
202/728-0200 ext. 254
grobinson@aacc.nche.edu
www.aacc.nche.edu/specproj/service/service.htm

Campus Compact National Center for Community Colleges
145 North Centennial Way, Suite 108
Mesa, AZ 85201
602/461-6280
comss@mc.maricopa.edu
www.mc.maricopa.edu/academic/compact

Campus Outreach Opportunity League
1531 P Street, NW, Suite 11
Washington, DC 20005
202/265-1200
homeoffice@cool2serve.org
www.cool2serve.org

Community–Campus Partnerships for Health
1388 Sutter Street, Suite 805
San Francisco, CA 94109
415/502-7933
ccph@itsa.ucsf.edu
futurehealth.ucsf.edu/ccph.html

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
202/606-5000
www.nationalservice.org

International Partnership for Service Learning
815 Second Avenue, Suite 315
New York, NY 10017-4594
212/986-0989
pslny@aol.com
www.studyabroad.com/psl/pslhome.html

Invisible College
Portland State University
PO Box 751
Portland, OR 97207-0751
503/725-8452
ic@sba.pdx.edu
www-adm.pdx.edu/user/invcol/ic.htm

National Service-Learning Cooperative Clearinghouse
University of Minnesota
1954 Buford Avenue, Room R-290
St. Paul, MN 55108
800/808-SERV
serve@maroon.tc.umn.edu
www.nicsl.coled.umn.edu

National Society for Experiential Education
3509 Haworth Drive, Suite 207
Raleigh, NC 27609-7229
919/787-3263
nsee@netstart.net
www.nsee.org

Nonprofit Risk Management Center
1001 Connecticut Avenue, NW, Suite 900
Washington, DC 20036
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www.nonprofitrisk.org

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